

STATE SOCIETY OF MASSACHUSETTS
OUR DUMB

SEPTEMBER

1945

Animals



"SAY, UNCLE!"

—Pedro E. Hernandez

The MASSACHUSETTS SOCIETY for the PREVENTION of CRUELTY to ANIMALS
and the
AMERICAN HUMANE EDUCATION SOCIETY



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Animals

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AND

THE AMERICAN HUMANE EDUCATION SOCIETY

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All dollar subscriptions sent direct to the office entitle the sender to membership in either of our two Societies.

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MANUSCRIPTS relating to animals, particularly prose articles of from 300-400 words are solicited. Articles of more than 600 words cannot be accepted. Such articles may include any subject, except cruel sports or captivity, dealing with animals, especially those with humane import. Human interest and current event items are particularly needed. Also acceptable are manuscripts dealing with oddities of animal life and natural history. All items should be accompanied by good illustrations whenever possible. Fiction is seldom used.

PHOTOGRAPHS should be sharp, depicting either domestic or wild animals in their natural surroundings. Pictures that tell a story are most desirable.

VERSE about animals should be short. We suggest from four to sixteen lines.

IMPORTANT

All manuscripts should be neatly typewritten, double spaced and each article on a separate sheet.

No manuscript will be returned unless accompanied by a self-addressed, stamped envelope.

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Humane Education Credo

I BELIEVE that Humane Education is an essential part in the development of all children.

I believe that it should foster in each child a kindness, thoughtfulness, and self-control in his relationships with all animals.

I believe that humaneness should be developed through experiences with all forms of animal life which are found within the child's environment from the lowest to the highest forms of life.

I believe that the greatest value of Humane Education is the development of desirable character traits in children.

I believe that the beneficial results to animals are secondary.

I believe that the best approach to the development of such desirable traits is through the stimulation of interest in animal life by experiences with living animals.

I believe that these experiences should provide situations through which desirable feelings are stimulated and opportunity then given to carry these feelings over into action.

I believe that sympathy for and understanding of animals are best developed through understanding the needs and problems of the family life of animals.

I believe that the development of true humaneness, not sentimentality, is the surest foundation for true democracy.

—Dorothea Clark

OUR AGENTS IN THE FIELD

Following are a few of the typical cases investigated by our agents in their state-wide crusade against cruelty:

Birds

On complaint that two boys were shooting birds with air rifles, one of our agents visited the boys' home. He talked with their mother and with them, at which time the boys admitted buying the guns and killing various birds with them. After explaining the seriousness of the offense the air rifles were turned over to the officer to keep until the parents had decided what to do.

Learning that a robin had been caught by a piece of string in a tree, an officer investigated and found the robin held by one leg to a branch and was helpless. By standing on the roof of a car and using a long pole with a knife attached, the agent was able to cut off the branch and catch the robin as it fell. After the string was removed and finding that the leg was not broken, the bird was released and it flew away.

Livestock

A case involving inadequate care of livestock started an investigation. Our officer found 2 calves in the barn and in the pasture, 13 cattle, 4 calves (1 dead), 2 horses and a bull, all in fair condition. The animals' quarters, however, were very dirty and no hay or grain in evidence. The agent gave the owner one week to put his place in order and provide food.

Dogs

Receiving a complaint that the owner had his dog tied with too short a rope, our agent investigated and found a fair looking police dog on an eight-foot rope. The owner explained that the dog had been on a long chain but had broken it. Our officer explained that the dog appeared to be in fair condition as to flesh, but advised owner to put up a wire from one end of the house to a tree in the yard to give the dog a long run. The owner promised to do this and a subsequent check proved him a man of his word.

Leaving a dog out in all kinds of weather without shelter was the source of another investigation. The owner was not at home, but word was left that he should make sure that his animal was given shelter. A return visit showed that a dog house had been moved to the enclosure so that the dog could have access to it.

Cats

A telephone report that a man owned an injured cat and was doing nothing to relieve its condition, brought an agent of our Society who found a black cat in fair flesh. The cat, however, had caught its tail in a door and the tail was in very bad condition. The owner agreed to bring the animal to the shelter for treatment.



Needed refreshment.

Relief From Heat

WITH the advent of hot weather and the increase in the use of horses for pleasure and commercial purposes, our Society, as has been its custom for many years, again reopened various watering stations throughout the city in an effort to aid horses suffering from extreme heat. The lucky horse, shown pausing at the station in India Square, received a refreshing drink from attractive Ann Hefler, while the driver looked on approvingly.



Pet Joins Mistress

A HAPPY reunion was experienced recently at our Angell Memorial Animal Hospital, where "Shilling," greatly-loved pet of Lt. Blanche E. Maher, Army Nurse Corps, of Waltham, Massachusetts, was enthusiastically greeted by her mistress.

A native of Trinidad, British West Indies, Shilling was adopted by Lieutenant Maher, who was stationed in Trinidad for 31 months. Shilling's owner declared that the meeting with the English-born canine was purely a case of "love at first sight."

Returning to this country on leave, the Army nurse found it necessary to send her faithful companion by steamer, while she made the trip by air. Hospital veterinarians, who were called upon to check the animal's physical condition, found it to be in excellent shape—none the worse for the long journey.

So great was Lieutenant Maher's attachment for Shilling that she could not bear to leave her pet behind in Trinidad. Consequently the pet was shipped directly to our Hospital where, in case of mishap, it could be treated promptly.



Reunion of Lt. Blanche E. Maher and "Shilling." (See story)

COLLIE'S great eyes were fixed on By. They had lost their devil-may-care look; they just watched and watched, patiently, concernedly.

The face they watched was a young, handsome face—By's face—where a sort of laxity was causing the eyes to close occasionally, and the mouth to smile, contentedly.

Through the open window, the sounds of late spring culminated to cause By's drowsiness to become more pronounced, till his head dropped to his chest, and his muscles relaxed in sleep.

Collie noticed the sudden movement of By's head with concern. With that indefinable sixth sense possessed by a dog, Collie could tell all was not as it should be. Something had been wrong ever since By had come home about a week ago.

By's homecoming was a surprise to the whole family, but most of all to Collie. One minute, it seemed, Byron Peters had been in Italy, and the next minute, there he was, coming in the front door yelling, "Anybody home?" just as he had when he was a boy. And it was Collie who first greeted him.

Collie had been drowsing in the sitting room when he heard the steps outside. He had heard the young voice cry its greeting, and had bounded to see who the intruder might be.

By saw Collie dart through the sitting room door and round the corner into the hall—a streak of gold to tan fur with a spot of milk white covering a broad chest. This had been his dog, once, when Collie was a gawky youngster of seven months, inquisitive about everything, frolicsome, loyal through and through. At seven months, Collie had been a one-man dog, and By was that man.

When By saw him streak past the open door, he wondered what kind of remembering the dog would do. It had been sixteen months since By had seen him, and he was wearing khaki now, not "civies."

As Collie had turned into the hallway, that sixth sense executed its command. He saw the 22-year-old soldier, grinning like the kid he was, and sixteen months faded into oblivion. By was home.

The big dog had rushed to the soldier, his tail wagging fiercely, causing his hind quarters to roll with each swish. His eyes radiated to their depths. It was really By!

When By had sat down, Collie, completely happy, curled before his chair like he had as a puppy. Then, suddenly, he had drawn away, troubled, as he was now when By drowsed in the overstuffed chair in the sitting room.

Collie stood up suddenly, stretched fore and aft and ambled to the side of By's chair. He thrust his cold muzzle in By's hand.

The soldier started as he felt the soft head at his elbow.

"Hello there, Collie," he said, "guess I did a little sleeping." He patted the dog's silken head.

"My dog." By regarded the great animal with affection, then spoke softly. "Want to try our trick, Boy?"

Collie wriggled in delight as he heard By's voice.

"O. K., Collie, go to my bedroom—."

By didn't need to go any further. The command was familiar to Collie. He had been bringing By his slippers long before his young master had left for the Army.

Collie started up the stairway. The same old trick—and yet, it wasn't the same, not really. It was peculiar—By's changing the trick so that Collie brought down only one slipper.

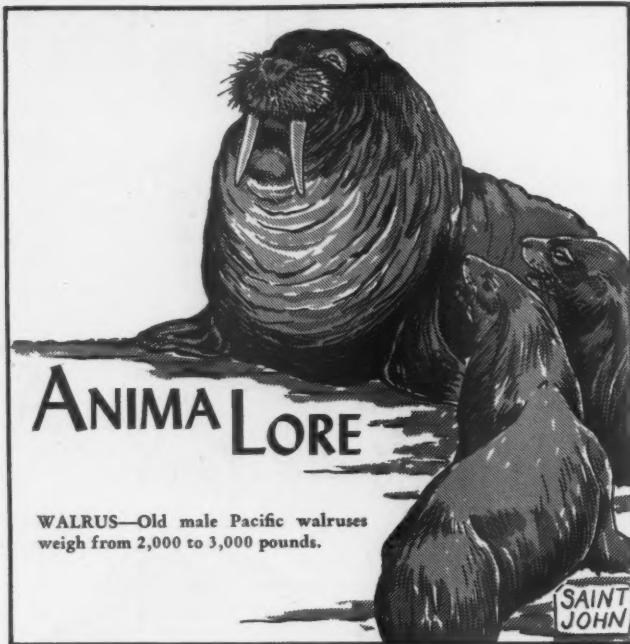
"Collie" Could Tell

by Shirley Ayres



Photo, William D. Barkley

"Collie" watched By patiently, concernedly — his great brown eyes fixed on his master. He could tell that something was wrong. True, the By he had loved so long ago was back again, but he had changed. His clothes were different. He was contented, but strangely, he was no longer the active, boisterous By Collie remembered so well. And the trick—even that was different, now.



General Lee's Horse

SUPPOSE you were away from home for a long time and at last you were on your way back. Would you do anything that would slow up your journey?

Robert E. Lee, the great Confederate general, did and the reason was his love for his horse, "Grace Darling."

Lee had been in Mexico during the Mexican War and when he was ready to return to Arlington and his family he went to great personal inconvenience just so that Grace Darling, who had been wounded seven times, could be more comfortable.

A letter to his brother the day after his return tells the story briefly but touchingly. Lee wrote:

"I only arrived yesterday, after a long journey up the Mississippi, which route I was induced to take, for the better accommodation of my horse, as I wished to spare her as much annoyance and fatigue as possible, she already having undergone so much suffering in my service."

Lee was similarly devoted to his black-and-tan terrier, "Spec," and in his letters to the family often would include a special message for his pet.

—Samuel Lafferty

To a Little Ghost

By SUE WYATT-SEMPLE

A little ghost on four white feet goes out
And in with me, sniffs trails, cuts monkeyshines,
Gets tangled in his leash, and turns about
To pause and give the trees their countersigns.
When I reach home, and all the house is hushed,
That little ghost comes tearing like a small
Tornado, and his spirits would be crushed
Should I forget to send him for his ball.

Except for that small omnipresent ghost,
Today, I walk alone,—my steps are slow;
I falter, and of faith I dare not boast,
Because where he has gone, I do not know.
I hope we two may tramp the fields together
Again in some fair bourn of stormless weather.

Reminders on Shipboard

By JASPER B. SINCLAIR

MANY of the old-time nautical terms went out with the days of sailing. However, sailors will tell you that they included plenty of reminders on shipboard of our four-legged friends.

For instance, the cat is linked with many parts of the equipment of the old sailing vessels. For one thing, there is a "catwalk" on ships as well as on bridges and dirigibles. The "cat" is a strong tackle to sailors, while the "cat-block" is used to lash the anchor firmly in place.

The "cat-head" is a beam projecting from a ship's bows to which the anchor is attached. And the "cat-harpings" are merely the short ropes or iron clamps used to tighten the shrouds. Any sailing enthusiast can tell you that a "cat-boat" is a small boat with its one sail on a mast near the bow.

If ever you had the privilege of going aboard "Old Ironsides," you probably glanced into the brig. There you might have seen the "cat-o-nine-tails" that once was used to discipline unruly crew members.

Among the small boats on gallant "Old Ironsides" are the port whaleboat and the starboard whaleboat, more familiarly known to sailors as the port whale and starboard whale.

The two small platforms, one at each side and abreast of the steering wheel on the frigate, were the "horse-block." And to a sailor the "horse" is simply a footrope to support a sailor's foot under a yard. With the passing of sail and the coming of steam "horsepower" became a familiar word in the engine rooms.

Many a cargo has been loaded and unloaded at shipside by the "donkey engine." And to sailors the "dog watch" covers their shipboard vigil between the hours of four and eight in the evening. Doubtless, the men who go down to the sea in ships can add a few more reminders of our animal friends.



No person may drive a camel along a public highway, according to the laws of Nevada.



OUR DUMB ANIMALS

Meet Mister Slowpoke

By GARETH MUNRO

•
A TWO-TOED SLOTH
•

IMAGINE! An animal whose senses of sight, hearing and smell are so poor that it could not recognize its own baby hanging to a tree a few feet from it. An animal who gives off no odor or scent or recognizes that of his enemies. An animal so slow that if it were to travel the clock around, the distance covered would be no more than two miles and, by the time he has finished eating his breakfast, he has to begin his dinner to be through before his supper hour.

Impossible! Oh, no. This animal is the Sloth. It is found in the forests of Central America and the tropical parts of South America.

The Sloth varies in size from that of an ordinary house cat to that of a small bear.

It spends very little time on the ground and, as it lives on fruit, leaves and young shoots, it spends most of its time in the trees—swinging from one branch to another with its long forearms.

It is very slow moving and helpless on the ground, as its feet are down side up; that is, the pads are on the upper part of his foot and he has to walk on his long claws. This shaped foot is much better for hanging by on the trees, for the Sloth can catch a branch and hang, feet up, and sleep. Indeed, it is almost impossible to shake him from his holding place. Hunters, trying to catch a Sloth, have had to cut down the branch to secure him.

Although the Sloth is so poorly equipped with nature's usual gifts, he is, nevertheless, protected.

One protection lies in his coarse, long hair. This is covered with algae, which imparts a greenish color not unlike the surrounding trees and foliage.

Another protection is its voice, a plaintive wailing cry, unlike the call of an animal, which always seems to come from some place other than the one from which it issues. Thus, neither man nor beast can locate the animal by its call.



Three Lions Photo

Then it holds so fast to the limb where it takes hold, even the eagle has a hard time to tear it off. And, as it moves so slowly, it makes no noise which would lead to its discovery.

Its greatest enemies would be the climbing jaguar or the great boa. But, the Sloth usually hangs so far out on the limb of a tree that these animals are too heavy to follow it.

And about its hearing, even a gun fired close to its ear fails to disturb it. The only cry that worries a mother Sloth is the thin wailing of her baby. She shuffles off to find it, but often passes within a few feet without being able to locate it.

The baby Sloth is an odd looking little fellow. It never plays like other baby animals. It is helpless and trustful. A baby Sloth may be taken from its mother and it accepts the change with good grace.

It is truly a little roly-poly, scarcely able to walk a step, tumbling and rolling, even catching one of its own limbs and holding it as if it were the branch of a tree.

The Sloth is a nocturnal animal, producing but one young at birth. There are two families of this creature, one with two toes on the fore-foot and three on the hind-foot, the other with three toes on each foot.

To Don By BLAINE C. BIGLER

Perchance sometime upon a golden street
Somewhere within a vast infinity,
A sheer delighted bark will welcome me
And then my dog and I once more shall meet.
A tail will wag and trustful eyes will greet;
A smooth black form will bound in ecstasy
And frisk and caper in a madcap glee

And then lie down expectant at my feet.
And then I will forsake the heavenly throng;
The loud hosannahs with their surge and swell;
The harp's sweet music and the seraph's song,
To take a hike—for once he loved it well.
And we shall ramble-free, alive and strong—
Through fields of amaranth and asphodel.

Dog with the Big Heart

SMUTSY didn't mean to steal "Kitzy's" baby. In fact, she thought it was her baby and that Kitzy had stolen it, because it looked exactly like her own six small puppies.

Now Smutsy was a small Chihuahua dog with kind eyes and when her black puppies were born, she stayed at home and took good care of them, keeping them warm and feeding them regularly.

Smutsy must have gone visiting, however, for one day when her mistress came to see her and her babies she noticed an extra small body in Smutsy's bed. Upon closer investigation she discovered the extra little creature to be a very black kitten. Then she remembered that Kitzy had some babies too.

She took the kitten back to its own mother where it belonged, but Smutsy had other ideas. She followed meekly along behind her mistress and waited until the black kitten was safely back in its own mother's bed. It was the only black one. The others were gray and striped.

Smutsy gently picked up the black baby and carefully carried it back to her own bed and placed it amongst her own little ones, looking up at her mistress as if to say, "It's mine, you can't have it."

Smutsy went calmly about her daily duties as a good dog mother should and the baby kitten shared with the puppies in their regular feedings.

Smutsy's heart was large enough to encompass all the black babies she saw.

—Dove F. Ellis



Strange Rescue

FRIENDLY, fighting porpoises are credited by two members of the Navy's armed guard with saving their lives while they were adrift forty-four days on a life raft.

The men, both Kentuckians, were members of the gun crew aboard a freighter torpedoed in the Indian Ocean. They managed to board a large raft which was well provisioned.

On their twentieth day adrift, a school of six whales sighted the raft. These large mammals proceeded to form a line and made a rush at the helpless men. They sprayed all over the raft and the waves they caused rocked it so hard it was difficult for the men to hold on.

As if in answer to their prayers, two porpoises suddenly appeared and began to battle with the whales. For awhile there was doubt as to who would win the struggle. At last, the six whales and the two porpoises swam off into the deep. Neither were seen again in the twenty-four days longer the men continued to drift.

—Dee Woods

An Exquisite Performer

By NELSON A. JACKSON

MY wife and I sat quietly on the edge of a small bank. It was a beautiful day in late April. At our feet trickled a tiny woodland stream; opposite rose a gentle slope sparsely covered with hickory and oak saplings. It was an ideal place to watch while the birds, all unknowingly, displayed themselves.

Not more than 60 feet away at the top of the bank, just across from us, was an old hickory stump. As I glanced at this, a ruffled grouse cock jumped onto it from the farther side. He walked about the stump, looking in all directions. Apparently, as we sat among the rocks and trees, we were not recognized as animate beings but considered a part of the landscape.

When the cock was convinced that no malicious snoopers were about, he spread his fine tail, raised his ruff, and with drooping wings strutted about his platform. Then he stood erect, lowered his ruff, closed his fan-like tail, and carefully preened himself. He cocked his head to study weather conditions, once more listened for any sound of danger. Then, standing to his fullest stature, he made the woods resound with his drumming. We fairly held our breath in stunned silence as we watched with mounting wonder the spectacle.

His wings were spread and brought down against his body, at first slowly and then with an ever quickening tempo, until they were a mere blur. The rolling boom of the drumming sounded no louder to us in our reserved grandstand seats

than it oftentimes had as we had wandered through woods and heard it from afar. Ten consecutive times we saw this cock grouse drum, and every time he went through the same preliminaries. From the time of his initial strut about the stump until the conclusion of his drum, about one to two minutes elapsed.

If I should draw a conclusion from pure observation, I should say that the booming was produced by the beating of the wings against the body. However, careful study has led to the conclusion that it is actually caused by the passage of air through the feathers of the wings; much as the booming of the night-hawk, who catapults earthward, only to swoop upwards at the last possible moment, is caused by the rush of air through the wings' feathers.

After a period of continuous thrills we slowly arose with regret. Our talented entertainer took one startled look and made a grand dive into the nearby underbrush.

Fifteen minutes later, as we reached the road bordering the woods, we again heard the drummer's booming. It may have been our drummer boy back on his stump. The sound seemed to come from that direction. As to the source of the booming, we could not be certain. Anyone who has attempted to follow the direction of the booming of a drummer lad to find him in the act will testify to the fact that such an attempt is about as satisfying as that of following a will-o'-the-wisp.

Odd • Facts • in • Rime

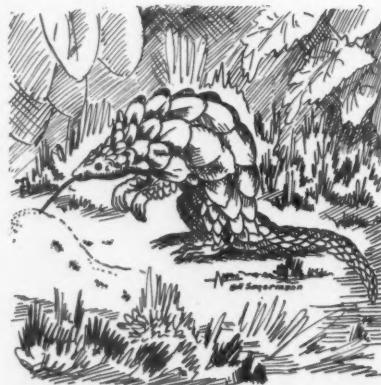
By CARROLL VAN COURT

Sketch by Bill Sagermann

Nature's Little Armored Tank

Behold the clever pangolin;
He pays no dentist bill;
And that's because he has no teeth,
But yet he gets his fill.

He lets his sticky tongue way out,
To capture ants to eat;
And when he curls up in his scales,
You can't see head nor feet!



OUR DUMB ANIMALS



A chipmunk hunting for pine cone seeds to eat.

Photo, Lynwood M. Chace

THEY may not buy War Bonds or carry bank books, but animals build up savings accounts which pay important dividends. Instead of piling up money, they make food deposits. Their banks may be anything from an old tin can to a hollow tree, but when the nights grow long and chill and the leaves turn scarlet, nature's children are usually well prepared for the coming cold winter months.

One of the most saving of all animals is the red squirrel. He works hard storing up the nuts, pine cones and seeds he cannot eat during the summer. He even picks mushrooms, hangs them out to dry, then stores them away. Often he will deposit much more food than he needs.

The squirrel's saving habit is so strong that he occasionally caches items he cannot eat. One of the oddest of squirrel deposits was recently reported by a Philadelphia golfer. A squirrel picked up one of his golf balls and scampered away into the woods. The golfer fol-

lowed the little animal and watched him place the ball in a hollow tree. When the squirrel left, the golfer investigated the tree and found 56 golf balls stored there.

In the same family tree is the chipmunk, although this pert, graceful animal with the striped back, usually lives among rocks or along fences. Its bank is a burrow, which it digs below the frost line and in the autumn, it deposits there quantities of grain or nuts. Its generic name, *Tamias*, meaning steward, is suggestive of this habit.

Animal banks take many odd forms. The beaver fells a winter's supply of edible timber and floats it to his dam. Then, stick by stick, he anchors his food supply butt-first in the mud of the stream bed. Later, when hungry, he simply dives down to his bank and brings up a sapling. The beaver's savings account pays double dividends. He eats the bark, then uses the peeled stick to make repairs on his dam or his lodge.

The woodpecker builds his own bank.

Those Animal Bankers

by B. P.
Collins

Animal bankers in
nature remind
us of the
human family.
Some save for a rainy
day; some hoard
useless objects just
out of habit.

With his strong bill he drives nuts into the cracks in trees, fences, shingle roofs, and even railroad ties. He also uses his bill to push nuts or kernels of corn under the soft bark of pine trees.

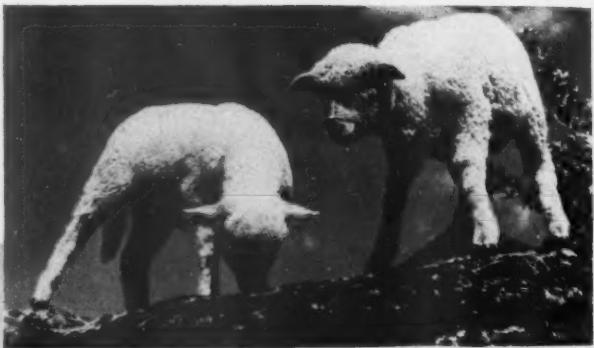
And let us not forget the lowly wood-chuck who, perhaps has the most novel banking system of all. This animal, instead of hiding his vegetables for his winter's diet, eats heavily in the autumn, taking on a quantity of fat under his skin. Then in November, he drops off to sleep in his burrow and does not awaken until spring, fed during that time from his inner source of supply.

STORY-TELLING
Animal
PHOTO CONTEST



DO YOU WANT TO FIGHT?

FROLIC IN THE SPRING
Photo by Florence Higgins Northway



THE JAY-WALKERS
Photo by Mrs. Eugene Landess

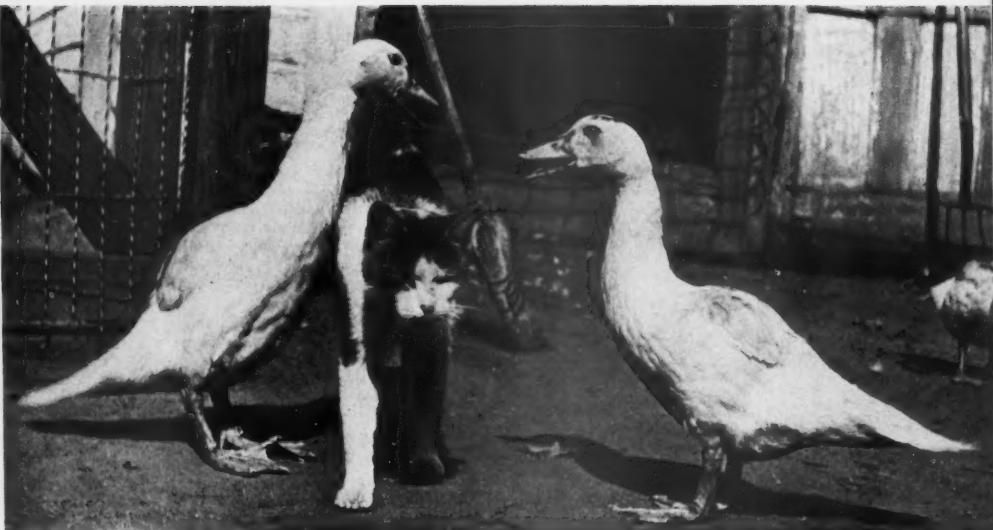


INVASION
Photo by M. K. Temple





DO FIGHT?—Photo by J. W. Veitch



BLESSED IS THE PEACEMAKER—Photo by Crawford Robbins

ENTRIES of nearly six hundred prints in our annual photographic contest yielded a wide variety of animal subjects.

The judges, in fact, had often to argue the respective merits of one photo against another before a choice could be made. We believe that their work was outstanding in choosing those prints that best portrayed the spirit of the contest, that of story-telling values.

From the few reproduced on this page, our readers and future contestants will gain an idea of our aims. We believe that animals often act like human beings, showing a complete gamut of the emotions, and it is our desire, by pictorial presentation, to show our animal friends in their true light.

WINNING CONTESTANTS

*First Prize—\$25—Pedro E. Hernandez, Brookline, Mass.

Second Prize—\$15—Georgia Engelhard, New York, N. Y.

Third Prize—\$5—Crawford Robbins, Detroit, Mich.

Three Dollars Each

J. W. Veitch, Seattle, Wash.

Pedro E. Hernandez, Brookline, Mass.

M. K. Temple, Los Angeles, Calif.

Louis A. Puggard, Fort Wayne, Ind.

Eaton Cromwell, New York, N. Y.

R. W. Olsen, Caldwell, N. J.

Florence H. Northway, Grangeville, Idaho

Americo Grasso, Chicago, Ill.

Otto F. Rothe, New York, N. Y.

Mrs. Eugene Landess, Fayetteville, Tenn.

Two Dollars Each

Georgia Engelhard, New York, N. Y.

Clyde C. Martin, Swampscott, Mass.

R. W. Olsen, Caldwell, N. J.

Seldon Morran, Kenmare, N. D.

Mrs. H. Nestler, Strathmore, Calif.

Loey Ringquist, Yosemite National Park, Calif.

A/S John S. Burtt, Ann Arbor, Mich.

Harold D. Barlow, New York, N. Y.

Clyde Martin, Swampscott, Mass.

Otto F. Rothe, New York, N. Y.

Subscription to OUR DUMB ANIMALS

Pedro E. Hernandez, Brookline, Mass.

O. V. Gordon, Des Moines, Iowa

Mrs. Eugene Landess, Fayetteville, Tenn.

H. Mathews, Brooklyn, N. Y.

Gertrude E. Youngvall, Los Angeles, Calif.

Colonel Larson, Whitehall, Wisc.

W. K. Baker, Decatur, Georgia

R. W. Olsen, Caldwell, N. J.

Nina McAlester, Birmingham, Ala.

Ed. Cumiskey, North Bergen, N. J.

*See cover for first prize winning photo.

ASKING FOR MORE
Photo by A/S John S. Burtt





Miss Olive Smith

Humane Education Director

ENLARGING the scope of Humane Education activities, our Societies have enlisted the services of Miss Olive Smith, who, beginning this month, will take charge of this ever-increasing work in the schools of Springfield.

Miss Smith's background of education and seven years' teaching experience fits her admirably for her new duties, especially in Springfield, where, for years, the school system has whole-heartedly espoused this type of education as indispensable in the training of school-age children.

Recommended highly by Dr. John Granrud, superintendent of schools, and Miss Mary O. Pottenger, general supervisor of elementary education, we are confident that Miss Smith will prove a valuable addition to our staff and carry forward the work already begun by our Springfield Branch.

Miss Smith is a native of Springfield, attending schools in that city. In 1936, she was granted the degree of Bachelor of Science in Education from Bridgewater State Teachers College, and, in 1938, earned her Master of Science degree at Massachusetts State College, in Amherst. At that time she was elected to Phi Beta Kappa, national scholastic honorary society.

From 1938 to 1940, she taught at Carew Street School and was then transferred to Summer Avenue School, where she has since taught except for the 1941-1942 school year, when she was an exchange teacher in Seattle, Washington.

The Friend of All

A loving tribute to Miss S. J. Eddy

I have a friend whose friendliness extends To all mankind. Whose heart of love entwines Around all life—plants, birds, the animals. Whose tender sympathies protect the weak. Whose voice is raised in printed protest 'gainst All forms of cruelty, and thoughtless modes By those who handle pets, or livestock "deals." Whose artist soul portrays on canvas, as inspired, Blend of soft tones with Nature's varying moods: In "Gleams of Glory," "Wings of Peace," "Rest after Pain," "Comfort in Sorrow," "Following Disaster—Hope." She's a skilled gardener, whose gentle hands Have scattered seeds of kindness all around, For lo! these many years. She's dearly loved by all. And now, as life's soft evening shades play round her, May harvest sheaves of blessing, rich, surround her.

—Alice M. Reinhold, N.D., Ph.D.

Pasadena, Calif.

May, 1940

(Five years later, within a few weeks of her 94th birthday, Miss S. J. Eddy passed away, and the following lines are now added to the above.)

Those evening shades blended in sunset glow, As our dear friend passed on, beyond our know. Bright stars gleamed forth, guiding her weary quest To glorious SUNRISE in the land of Rest.

—A. M. R., May, 1945

OVER THE AIR

For those who like stories and facts about our animal friends, our Society sponsors two distinct radio programs.

In Boston, "Bird and Animal Lore" is presented by Miss Margaret J. Kearns each Saturday, at 2:05 P. M., over WHDH—850 on your dial.

In Springfield, Mrs. Charlene Kibbe broadcasts a similar program each Tuesday, at 2:15 P. M., over WSPR—1270 on your dial.

BE SURE TO LISTEN!

Definite

Little Mary, about four years old, was visiting her aunt when an old acquaintance arrived from out of town.

The lady, by way of conversation, asked Mary where she lived.

"Well," said Mary, very importantly, "you know 'Bobbie,' the cat? I live right next door to him."

Humane Key Award

OUR readers will remember that a year ago we conducted a contest for workable projects on Humane Education. So great was the response that material, usable for some time to come, was received.

Because of this fact, it has been decided to make the award of our National Humane Key each year to some person selected for outstanding service in the field of Humane Education.

For 1945, the key was awarded to Mr.

Warren W. McSpadden, Director of Humane Education, American Society for the Prevention of Cruelty to Animals, New York City. Mr. McSpadden has served the Society in this capacity since 1939, and through the years has, so far, developed a program of education second to none.

In the illustration, President Eric H. Hansen (left) is shown making the presentation, while Mrs. McSpadden looks on with approval.



Presentation of the National Humane Key

OUR DUMB ANIMALS



Here is something new about an animal that has captured human imagination over the centuries.

“Right- and Left- Handed” Elephants

By ETTA W. SCHLICHTER

NOT infrequently we meet people who are left-handed, though right-handed ones are so greatly in the majority. But how many of us know that elephants, that are trained to do such intelligent work for man, are also either right- or left-handed, or more properly speaking, right-tusked or left-tusked, the latter being somewhat the more numerous?

In his wild state the elephant will dig for salt earth, tear up roots and uproot trees. All this he does with his powerful tusks, working mostly with either the right or the left, according to whether he is right- or left-tusked, just as we use

one hand for most purposes, falling back on the other only when necessary.

A student of the elephants in their native state tells us that the tusk the great beast uses in preference to the other in time becomes so worn that it is appreciably shorter than the other and sometimes the tip breaks off, leaving a jagged point which, in the course of years, will again be worn smooth. But not until his working tusk has become badly broken will the elephant work with the other, the transfer probably being as awkward for him as working with the left hand would be to a right-handed person.

We are told that the two tusks are seldom equal in weight, one usually being from four to six per cent heavier

than the other. Unfortunately, the author of the statement does not tell us whether the working tusk or the other is the heavier. It would be interesting to know whether the use of the working tusk adds to its strength, for the loss of a tip would hardly account for such a shrinkage in weight.

The statement is also made that young elephants' tusks are sometimes badly worn, while an old stager is occasionally found with tusks as good as new. Does this indicate that, just as some of us have better teeth than others, some elephants have better tusks? Or may it mean that in the elephant world, as in the world of humans, there are drones as well as workers?

A Wonderful Home By ESTHER D. HOOEY

THE home that I am going to tell you about is built by a small spider and surpasses that built by some humans. It is built under the ground and is truly a work of art. First he builds a circular shaft in the earth, about a foot deep, and from one-half to an inch in width. This entrance to his home he makes watertight by glazing it over with a liquid which is waterproof. Then he lines the shaft with a covering of silk somewhat like paper.

Sometimes this wise builder makes two shafts or tunnels, the first one descend-

ing in a straight line and the other branching off like a catapult. The door at the entrance of the home is the most wonderful part of the spider's home. It is formed from layers of silk and earth which exactly resemble its surroundings. It even glues leaves and pieces of earth to the outside or upper part of the door. This makes it impossible to see the door when it is closed. He actually makes hinges of strong silk which is spun in his own body, and with these hinges he is able to shove the door open quite easily from below. Should an enemy by any

means find the trapdoor when he is pursuing the spider to his home, the spider darting into his home, pulls the door shut with his claws, and holds it tightly in position.

The spider's hearing is so acute that he can detect the smallest insect if it happens to walk near his home. If he happens to hear an ant above, he rushes up and grabs it, dragging it down the shaft where he sucks its blood. The spider is very cleanly, for it takes the carcass of the ant out and throws it far away from his home.

HUMANE EDUCATION

Practical Projects for Teachers and Parents • by Dorothea Clark

Guide to Teachers and Parents

Introductory

Self-control is an essential factor in character development. It manifests itself in the actions of the child in his first acquaintance with the dogs and cats that he meets. He learns never to handle a strange animal until the animal has had a chance to get acquainted with him. In his meeting with worms, crickets, and other forms of life, he does not yield to an impulse to step on them, but is more interested in watching them to see what they are doing. As he grows older, he

controls his desire for hunting, trapping or collecting.

In developing any feeling of emotion, the interest stimulated should be followed by an opportunity to do something to strengthen the desired feeling.

In planning an educational page for teachers and parents, it has seemed wise to consider the types of help for which they have felt the greatest need. The first request of many teachers has been for specific information made easily accessible. The second request is for specific

things to do which do not involve too much labor or time, and which are within the ability of the children.

The suggestive outline will cover three age levels: Kindergarten and grades I-II; grades III-IV; grades V-VI. The organization of the outline will cover the following points:

- I Basic ideas
- II Subject matter
- III Suggested activities
- IV Desirable learnings
- V Reference materials

Voices of the Harvest

FALL is the time of harvest in the rhythmic change of the seasons. Then it is, that all nature seems to teem with increased activity as though to make the most of the shortening warm days and the lessening intensity of the sun's rays. True, many of the voices heard now have been heard throughout the summer, but, at this season, we hear them in their great hallelujah chorus as they approach the end of their singing.

These insect choristers have been singing only since becoming adults. When young, they may be seen, but not heard. Only as they become mature and acquire wings, do they have the ability to produce sound. Just why they make these noises is still an unanswered question. It was once believed that the sound was the mating call of the male. Later investigations seem to indicate that the sounds of some are more numerous when there are other males around. Of course, the females never sing for they have no sound apparatus. As a little child once remarked, "The father cricket sings and the mother cricket lays eggs."

Here we have a way of distinguishing the two sexes. The female of the familiar black cricket has a long, needle-like projection called an ovipositor by means of which it can deposit its eggs below the surface of the soil. The broad, sword-like ovipositor of the katydid and other long-horned grasshoppers is used to deposit eggs in vegetation. The short-horned grasshoppers, the true locusts, have four plate-like projections with which eggs are laid in soil or in fence posts.

Many adult insects produce sound, but not all of them have specialized parts with which the sound is produced. The buzz of the bee and the drone of the fly are made by the vibrations of the wings as they fly. These sounds vary and are considered by some to be expressive of different feelings on the part of the bee or the fly. These differences are no doubt due to the variations in the vibrations of the wings. They might be called an incidental sound, just as the sound of your automobile engine is merely that made by the moving parts of the motor. With other insects, there are specialized parts for producing sound. Some of the most familiar insect instrumentalists are the cricket, grasshopper, katydid and cicada. The familiar chirp of the cricket is made by the rubbing of a file on the under side of one wing across a hardened surface on the upper side of the other. This has the effect that would be secured by rubbing the teeth of a comb over a piece of rough sandpaper. The wings are thrown into vibrations that may attain a speed of five thousand times a second. The katydid has a similar device. The grasshopper, with his rasping, scraping sound, uses a different method. His scraper is carried on his hind legs in the form of teeth or spines. These he scrapes against a thickened vein of the wing which extends along the side of his body.

The cicada is perhaps the most accomplished musician of all, if judged on the basis of his highly developed instrument and not on the basis of the sound produced. The adult male vibrates membranes stretched over a pair of sound

chambers, located at the base of the abdomen, to produce a very loud, shrill drumming sound which many people consider disagreeable and nerve-racking. Cicadas are, therefore, different singers from other insects in that they are the only ones having parts whose sole purpose is for producing music.

Many people have heard the nightly dispute of "Katy-did, Katy didn't." As the nights become cooler, the argument becomes less heated and shorter. Here we have an illustration of the manner in which the insect chorus is affected by temperature and light conditions. During the day, a rather feeble chirp of a cricket or the scrape of a grasshopper may be heard. But it is not until the evening hours of a warm summer night that the full chorus is heard. Then a field full of these insects produces sound that, at times, is truly deafening. One can notice the effect of cooler weather on the cheerful chirp of the cricket. The tempo becomes much slower as the cooler weather approaches. In fact, there is a tree cricket that is called the temperature cricket because it is said the temperature can be computed on the basis of the number of chirps he makes a minute. Here is the formula: Divide the number of chirps a minute by four. Add forty. The result will be approximately the Fahrenheit temperature. Try it with your children.

As the fall days become frosty, the chorus gradually dies down until one hears only an occasional sound. After the final killing frost, the earth becomes silent.

Kindergarten, Grades One and Two

I BASIC IDEA: There are many kinds of living things about us that have varied needs for living.

II SUBJECT MATTER: Voices of the Harvest.

III SUGGESTED ACTIVITIES:

Take a trip to see what kinds of insects can be found.

Take a trip to see what kinds of insects can be heard.

Make plans for a home for one of the visitors.

Take a trip to collect a few of the insects to be kept for a few days as pets.

Make the visitors comfortable in their new quarters.

Watch the insect for several days to discover:

What does it eat?

Does it drink water?

Does it sleep?

How does it get about?

Can it hear?

How does it hear?

What other interesting things do you observe?

Raise some small insects as grasshoppers or crickets.

Develop a reading chart telling interesting things about your discoveries.

Draw a picture to illustrate the reading chart.

Pretend you are a grasshopper and jump as he jumps.

Listen and dramatize the story of the grasshopper and the ant.

Keep a cricket diary.

Bring food for the insects.

Help keep the insects comfortable.

Take them back to their original home when the visit is completed.

IV DESIRABLE OUTCOMES:

Specific ideas based on observations

(This is a partial list to suggest types of ideas that can be developed)

Crickets and other animals need food, air, water, and sunshine.

Crickets lay eggs in the ground.

The mother cricket lays eggs.

The father cricket sings.

Attitudes

A kindly feeling towards harmless creatures no matter how small they are.

A sense of responsibility for the care of any animal put in one's charge.

These attitudes are expressed in the following ways:

The child brings food for the animal.

He remembers when it is time to feed the animal.

He reports when water is needed.

He handles the animal only when necessary.

When necessary to handle the animal, he does so with care and gentleness.

Grades Three and Four

I BASIC IDEA: Insects are highly adapted for their ways of living.

II SUBJECT MATTER: Voices of the Harvest.

III SUGGESTED ACTIVITIES:

Prepare a home for your new pets.

Take a trip to collect your pets.

Assume responsibility for the care and feeding of pets.

Observe as much as possible about the insect.

What different kinds of things does it eat?

How does it secure its food?

How does it eat?

Does its mouth open as yours does?

How do grasshoppers' hind legs differ from their other four legs?

How does a grasshopper use these legs?

Share your pets with your friends.

Make a list of the insect sounds you hear.

Keep a record of your observations about your insects.

Supplement your observations with reading about insects.

Read about crickets in China.

IV DESIRABLE OUTCOMES:

Specific ideas based on observations

Insects have legs and wings that are well fitted to help them get food and to escape from their enemies.

The hind legs of grasshoppers help them to jump far and to escape from their enemies.

The color of the grasshoppers makes them hard to see.

Grasshoppers have strong jaws with which they can chew plant fibers.

The grasshopper makes a sound by rubbing the spines of his legs against the edge of his wings.

Attitudes

A beginning of wonder for the various ways insects have for living successfully where they are found.

A respect for the rights of living creatures, especially for those that are weaker than one's self.

A beginning of a reverence for life.

Grades Five and Six

I BASIC IDEA: Some insects are harmful and should be controlled.

II SUBJECT MATTER: Voices of the Harvest.

III SUGGESTED ACTIVITIES:

Bring insects indoors for observation.

Make labels for all exhibits that will call attention to interesting facts or ask questions about the insects.

Be responsible for the care of the insect while a visitor.

Collect as many things as you can that you have seen your insect eat.

Find as many kinds of grasshoppers and crickets as you can. Do they all eat the same food?

Experiment to see if the "temperature cricket" can tell the temperature correctly.

How much does the song of the black cricket vary with the temperature?

Experiment to see if it is true that male grasshoppers sing louder when a female is near; or when a male is at hand.

Read to find out the extent of damage caused by grasshoppers in the country as a whole? How great is cricket damage?

Read how the gulls saved the crops of Utah. What kind of insect was devouring the crops?

To what extent are grasshoppers harmful in your community?

How does the United States Government advise controlling insects that are pests?

Make a chart of insect friends and show how they are of help to us.

Make a chart of insect pests and the proper ways of controlling them.

IV DESIRABLE OUTCOMES:

Specific ideas based on observations

Insects devour a great amount of food. Some insects eat the same things we eat.

When the needs of insects cause them to destroy our food and other useful crops, they must be controlled.

Insects should be controlled humanely.

Attitudes

A desire to be humane in the extermination of insects that interfere with our needs.

A willingness to accept authority in arriving at conclusions as to the harmfulness of insects.

Home for Insects

Collecting Insects

Insects should be collected with great care so as not to injure them. Look for them in dark places during the daytime: as under boards, stones, fallen logs that have begun to decay, and under loose bark. Take along a collecting box into which they may be put as soon as secured. The box does not need to have air holes punched in it since insects use very little air. Put some fresh plants into the box. Collect only enough insects to supply your needs.

Care of Insects Indoors

Children should be brought into close contact with animals so they may under-

stand their needs; and, through understanding, develop a sympathy and thoughtfulness for them; as well as a feeling of responsibility for them while in their care. Therefore, it is essential that thought should be given to the housing and care of these animals. The first principle to keep in mind is that the insects' quarters should be as nearly as possible like their natural surroundings. Containers used for cages should be kept clean. Fresh plants should always be available. Insects should not be kept too long.

Simple cages for display purposes may be made by using two tin cake pans and

(Continued on Page 178)

CHILDREN'S PAGE

By Boys and Girls

Now we want you to write for us. If you are fifteen years old or under and have written or want to write a poem or story about animals, you are eligible to compete for a place on this page. Each piece must be very short, and, of course, your very own composition. Each contribution must be accompanied by a note from one of your parents or your teacher stating that the writing is original with you. Also, if you have a picture of yourself and your pet, send that, too. Of course, we cannot promise to print everything received, but the judges will pick out the ones they think the best.

All letters should be addressed to Boys and Girls Editor, OUR DUMB ANIMALS, 180 Longwood Ave., Boston 15, Mass. We cannot return or acknowledge unused contributions, but we shall do our best to print the best stories, poems and pictures received.

Following are a few samples of stories and verse written by children. Can you do better than these boys and girls? Try it.

My Pet Chose Me

By Paul Kimball (11 years)

One Saturday night I found a little white kitten which was almost frozen. I patted him and, when I walked away, he followed me. He looked so cold that I picked him up and put him inside my coat.

I took him home, creeping into the house quietly, because I was afraid my sister would find out that I had brought home a kitten. I took him into my bedroom and then went into the kitchen to take off my overshoes. Much to my dismay, as my sister walked into the kitchen through one door, the kitten appeared in the other.

My sister cried out, "Oh, what a lovely kitten! Where did he come from?"

I replied meekly, "I found him."

Imagine my delight when she said, "He is so pretty; let's keep him."

Now the kitten has grown big and we all love him and hope to keep him forever.

Ginger Likes Music

By Joy Baddish (7 years)

"Ginger" is Joy's dog. He can do many tricks. He can stand on his hind legs, roll over, say his prayers, and find things he hides.

Best of all, Ginger likes to play the piano. He jumps up on the piano bench and pounds the keys. He likes music. Maybe he is playing Mairzy Doats.

I made up this poem about Ginger:

Ginger likes to stand and play
On the piano every day.



"SPOTTY" TAKES A DRINK

This tame little fawn doesn't mind the attentions of a small playmate. Do you have a picture of yourself and your pet?

How Timmy Turtle Climbed the Wire Fence

BOBBY found a small turtle with a red-bordered shell down by the pond. He called it "Tommy," and wanted to take it to the school garden.

Benny brought one a little smaller. He called it "Timmy," and brought it to school the same morning.

Miss Blank was puzzled. Books said that turtles would eat each other's legs and tails if placed together. She finally decided to try them, feed well with turtle food, and remove the first one that started nibbling.

The turtles proved friends. Miss Blank fixed a low wire fence around the radish bed and placed them in it. She sunk a wide-mouthed can in the dirt for a pond and put a small pile of stones in it for them to crawl on, when they wanted to be out of the water.

Soon Timmy got over in the onion bed—no one knew how. He was running so fast and rubbing his eyes.

"The onions make his eyes smart," said Benny. "We'll have to get him back."

They did, then watched to see what he would do.

Miss Blank had placed a small can in one corner to stop up a hole where the ends of the fence came together.

Tommy went up to this. Timmy climbed on Tommy's back; then Tommy raised himself up until his head just reached the top of the can, and would you believe it, Timmy climbed out over Tommy's head.

Which turtle was bright enough to plan this I do not know. It looked as if both worked together. But the children all saw how Timmy got over the wire fence.

—Bessie L. Putnam

OUR DUMB ANIMALS

New Contest for Children

WITH this issue we announce our new Animal Contest for our young readers. It will be lots of fun and every boy or girl, fifteen or under, will have a chance to win one of the twenty-eight prizes.

Be sure to read the following contest rules before starting.

Rules for Animal Contest

1. This contest is open to all subscribers to OUR DUMB ANIMALS, 15 years of age or under.
2. Prizes will be as follows:
First Prize \$25.00 Third Prize \$5.00
Second Prize 10.00 Twenty-five \$1.00 prizes.
3. With the first entry enclose OFFICIAL ENTRY BLANK found on this page, signed by your teacher. Only ONE entry blank is needed for entire contest.
4. This contest will run for six months, one set of puzzles in each issue of this magazine for FIVE months. The sixth entry will consist of a scrapbook of not more than eight pages, including the cover, made up of interesting pictures or stories selected from your copies of OUR DUMB ANIMALS. BE SURE TO SAVE YOUR MAGAZINES. Start right now thinking about YOUR scrapbook entry. It will be judged for its attractiveness and originality.
5. You may send in each set of puzzles as you complete them, being sure your first set is accompanied by the official entry blank, properly signed, or you may submit all five sets and scrap book together (with OFFICIAL ENTRY BLANK) at the completion of the contest.
6. All entries must be postmarked on or before midnight, February 25, 1946.
7. Each entry, whether sent separately or all together, must bear the contestant's name and address (the same address to which OUR DUMB ANIMALS is being sent).
8. Address your entries to ANIMAL CONTEST EDITOR, 180 Longwood Ave., Boston 15, Mass.
9. Winners will be notified by letter and their names will appear in the June issue of the magazine.
10. In case of ties, duplicate awards will be given and the decision of the judges will be final. We regret that we cannot enter into any correspondence concerning the contest.
11. All entries become the property of OUR DUMB ANIMALS and none can be returned.

A special subscription rate of 75c will be allowed to all contestants.

Please send to

OUR DUMB ANIMALS
180 Longwood Avenue, Boston 15, Mass.

First Puzzle Set

BELOW you will find fifteen scrambles. Each scramble is the name of a well known animal or bird. Rearrange the letters in each scramble to find the real name. For example INORB—rearranged it spells ROBIN.

Write your answers opposite each scramble, cut out whole puzzle and send as your first entry.

GRITE	_____
PHENELAT	_____
AREVEB	_____
LUREQRIS	_____
MEALC	_____
WRASPOR	_____
SUMOE	_____
LOORIE	_____
RAWSUL	_____
STRHUH	_____
HECADIECK	_____
VOLENWIRE	_____
PENALOTE	_____
LERUTT	_____
SORTERO	_____

OFFICIAL ENTRY BLANK

Name..... (Please Print)

Address..... (Street)

(City and Zone) (State)

Age.....

(Have your teacher fill in the next three lines)

Teacher..... (Signature)

School.....

Address.....

(Continued from Page 175)

some fine mesh wire screening. Cut the screening long enough to fit inside one of the tins. Lap the screening enough so that it may be laced together with wire. Use the other pan to fit over the top of the rolled wire. Cages of all sizes may be made in this way by using different size pans and different widths of wire. A coat of green paint on the pans makes them more attractive and helps to preserve them.

A breeding cage for grasshoppers and crickets is very easily made by using a shallow rectangular pan, preferably painted green. Arrange four pieces of glass, all the same height, inside the pan. They should be bound at the edges with waterproof adhesive to hold them in a box-like form. A fifth piece of glass can be attached to form a cover. Fill the cage with soil to a depth of three to four inches. Place a pair of crickets or grasshoppers in the cage. Cages should never be overcrowded. Place a dark strip of paper around the lower edge of the cage so as to cover the soil. The female can often be seen making a hole in the soil with her ovipositor by means of which she deposits her eggs beneath the surface. These whitish or buff-colored eggs may often be seen when the paper is removed. Sow grass seed lightly on the surface of the soil. Keep the soil moist. Such conditions will permit the seed to germinate and will provide food for the young insects which may hatch from the eggs the latter part of December or early January.

V REFERENCE MATERIALS:

Source of observation cages, Austin Work Shop Hanover, N. H.

Books for reference (Titles marked with * are for children)

Comstock, Anna Botsford—Handbook of Nature Study, Comstock Publishing Co., Inc.

Includes descriptive accounts of many common animals and plants; together with questions to guide children's observations.

Comstock, J. H. and A. B.—Manual for the Study of Insects, Comstock Publishing Co., Inc.

A technical manual of insects including material on structure, classification and life histories.

*Duncan, C. D. and Pickwell, Gayle—The World of Insects, McGraw-Hill Publishing Co.

Helpful illustrations and descriptions of insects.

Duncan, Carl D.—Insects as Enemies and Benefactors of Man, Science Guide for Ele-

mentary Schools, Sacramento, California State Dept. of Education.

Materials written for various grade levels; indicates inter-relations of man and insects.

*Fabre, Jean Henri—Book of Insects, Dodd Mead

*Fisher, G. Clyde, Editor—Nature's Secrets, Halcyon House

Flint, W. P. and Metcalf, C. L.—Insects, Man's Chief Competitors, Williams and Wilkins

A good picture of inter-relations of insects and man.

Holt, Vesta and Ingles, L. G.—Common Insects, Science Guide for Elementary Schools, Sacramento, California State Dept. of Education

An excellent teacher's reference for aid in selecting and organizing materials at various grade levels.

Johnson, M. E. et. al.—How Living Things Get Food, Science Guide for Elementary Schools, Sacramento, California State Dept. of Education

A good reference concerning mouth structures and food habits of insects.

*King, Eleanor and Pessels, Wellmer—Working with Nature, Harper & Bros.

A good section dealing with grasshoppers, crickets and other common insects for children at 6th grade level. Preface presents a viewpoint worth the reading by parents and teachers.

*King, Julius—Peter and the Frog's Eye, Grosset and Dunlap

Excellent photographs make it suitable for younger children. A Junior Literary Guild selection.

Lutz, Frank E.—Field Book of Insects, G. P. Putnam's Sons

An indispensable guide for identification of insects; also includes materials on food habits and life histories.

*Mann, P. B. and Hastings, G. T.—Outdoors, A Guide to Nature, Henry Holt & Co.

A handbook designed to be a guide to the out of doors; a good selection on the "Six-legged Animals" or insects.

Metcalf, C. L. and Flint, W. P.—Fundamentals of Insect Life, McGraw and Hill

A good reference on insect life for teachers.

*Parker, B. M. and Gregg, R. W.—Insect Friends and Enemies, Row, Peterson & Co.

A small, authentic book, with most attractive illustrations, for older children.

*Patch, Edith M.—Hexapod Stories, Little, Brown and Co.

An authentic account of the lives of several insects.

*Patch, Edith M.—Nature and Science Readers, Books I to V, Macmillan

Material written at various grade levels concerning various common insects.

*Shackelford, Frederick—Insect Stories, Harr Wagner Publishing Co.

A delightful book of stories for older children; excellent photographs.

*Teale, E. W.—Grassroot Jungles, Dodd, Mead

Delightful reading with unusually fine large photographs.

*Teale, E. W.—The Boys' Book of Insects, E. P. Dutton & Co., Inc.

Good illustrations, written for children and has appeal for them.

Visual aids

Pictures: Pickwell, Gayle—Animal Studies, Natural History Pictures, Los Angeles, Publishers Distributing Service

Excellent photographic reproductions of various forms of animal life.

Films

Beneath Our Feet—16 mm. sound, running time 9 minutes. American Museum of Natural History, New York, N. Y.

Concerned with crickets and other inhabitants of the fields.

The Cicada—16 mm. sound, running time 20 minutes. U. S. Dept. of Agriculture Extension Service

Life history given; close-up photography of actual sound recording of male's song produced by membrane under wing.

Grasshopper—16 mm. sound, running time 10 minutes. Films, Inc., New York, N. Y.

Life story and the importance of this insect as an economic factor in our lives.

The name of one distributor for each film has been given. However, there are usually several distributors from which any film can be secured. Such a guide as "1000 and One," The Blue Book of Non-Theatrical Films, published by the Educational Screen, Chicago, Illinois, lists all the known distributors of a given film. Reference to such a guide may indicate a nearer source than the one listed after each film.

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